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ABSTRACT

This operations manual for field staff (site monitors, site coordinators, and testers) involved in the observation and testing of children is part of a series of documents on the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The manual is divided into 8 sections: (1) a description of the PDC program and its evaluation; (2) the organizational structure, job descriptions and initial planning activities of the data collectors (observers and testers); (3) general procedures to be followed at each site; (4) general instructions for child observations; (5) general instructions for administering child tests; (6) situations that testers encounter and what to do about them; (7) monitoring and review procedures; and (8) field logistics (i.e., logging and mailing materials, communications, payment procedures, and taxes). (SE)

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PROJECT DEVELOPMENTAL CONTINUITY

Field Procedures Manual

March, 1977

This Manual was Prepared for:

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Preface

This manual of field operations has been prepared by High/Scope Foundation* for field staff of the Project Developmental Continuity (PDC) Evaluation. It is designed to help you in your work as an observer/tester.

In this manual we explain the PDC program, including its evaluation, and describe the procedures that you should follow this spring. We have also attempted to provide examples of different situations you may encounter while observing or testing and methods of dealing with them if they do occur.

Please read the manual carefully and don't hesitate to ask questions about the PDC evaluation or your involvement in it. We want to stress how important you are to the success of the evaluation effort. It is your responsibility to obtain complete and accurate information from the children tested this fall, since these data will be used to evaluate program effects. In turn, much of the credit of the evaluation's success will go to you, our field staff.

High/Scope Educational Research Foundation

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*We wish to acknowledge the contributions of Marrit Nauta and the staff at Abt Associates, Inc. of Cambridge, Mass. who assisted us in the preparation of this manual.

A. INTRODUCTION

The Project Developmental Continuity Program

Project Developmental Continuity (PDC) is a national demonstration program established in 1974 by the Office of Child Development of the U.S. Department of Health, Education and Welfare. The program is in operation in 13 sites throughout the nation and its aim is to promote the "social competence" or "everyday effectiveness" of children by increasing the continuity of Head Start and elementary school goals, methods and services as they affect 4- through 8-year-old children and their families. The 13 PDC sites vary greatly in terms of locale and ethnic and cultural backgrounds of residents. The sites are located in rural, urban and suburban areas and serve the following ethnic groups--Black, White, Spanish-speaking, Migrant and Native American (Navajo).

The Project Developmental Continuity Evaluation

In November, 1974 the High/Scope Educational Research Foundation and its subcontractor, Development Associates, Inc. of Washington, D.C., were awarded a contract for conducting the evaluation of Project Developmental Continuity. The evaluation is multifaceted and is designed to answer questions about the program, its effectiveness and its costs. The PDC evaluation focuses on four factors to be examined over a three year period:

- The process of program development and implementation;
- Compliance with Developmental Continuity guidelines;
- The degree to which implementation occurs and an assessment of program costs;
- Child development outcomes and organizational changes resulting from program implementation.

During the planning year (1974-75), the evaluation focused on assessing the planning process that occurred at each PDC site. Two visits were made to each of the PDC programs

to interview PDC staff, elementary school and Head Start teachers, parents, and administrators. On the basis of the information gathered, a case study was prepared for each program which attempted to describe and analyze its progress in planning year activities. The information collected during these visits was also used to determine whether or not the program was addressing the PDC guidelines. Field visits are being continued during Year III (1976-77) and information on the degree of program implementation and costs is being collected. The procedures for assessing institutional/organizational changes will be used on a sample of teachers and parents from PDC and comparison groups at most of the sites this spring. Child outcome measures which were pilot-tested during Year II were administered last fall to PDC and comparison Head Start children in 12 sites. These children will be tested again this spring. The data collected this year will be analyzed to determine similarities and differences between the two groups--PDC and comparison.

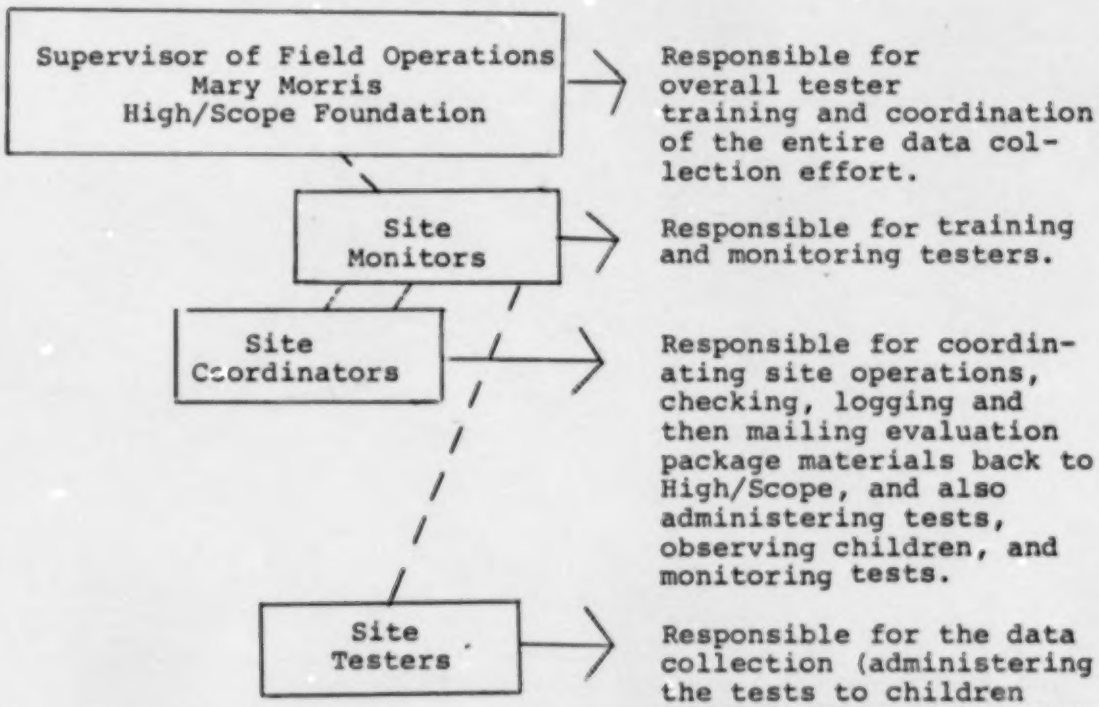
These child outcome measures are administered on an individual basis and cover the following areas: socio-emotional, psychomotor, cognitive and language. Information on these variables is collected in various ways, such as teacher rating scales, child measures, classroom observations and school records. Institutional changes will be assessed through the use of teacher and parent questionnaires.

B. FIELD ORGANIZATION FOR DATA COLLECTION

As site interviewers, you have been hired to do two things: (1) to spend some time in Head Start classrooms observing children and recording what they do and with whom they interact*, and (2) to administer some tests to the Head Start children. These observations and tests make up the PDC evaluation package. We will provide you with special training in these areas to teach you how to observe young children in the classroom and how to administer tests to young children.

The Organizational Structure

The following chart shows the organizational structure and role responsibilities for individuals who will be involved in the spring 1977 data collection effort:


Supervisor of Field Operations
Mary Morris
High/Scope Foundation
Responsible for overall tester training and coordination of the entire data collection effort.
Site Monitors
Responsible for training and monitoring testers.
Site Coordinators
Responsible for coordinating site operations, checking, logging and then mailing evaluation package materials back to High/Scope, and also administering tests, observing children, and monitoring tests.
Site Testers
Responsible for the data collection (administering the tests to children and observing them in the classroom) and for monitoring each other.

*In most cases only one tester from each site will be collecting the observation data since it can be completed in one week. Thus, not all testers will be trained to use the observation system.

Job Descriptions

The job descriptions for the site monitors, site coordinators and testers are as follows:

Site Monitors

1. Spend two or three days in each of 2 sites to train and monitor testers in the entire evaluation package.

Site Coordinators

1. Meet with the Head Start Director and PDC Coordinator to discuss the scheduling of PDC observing/testing.

2. Meet with each Head Start teacher to introduce the testers to her and to inform her of the testing schedule and what it will entail. IT IS VERY IMPORTANT THAT THE TEACHERS BE FULLY INFORMED ABOUT THE OBSERVATIONS AND CHILD TESTS. For example, the teacher should be told that the tester will spend some time interacting with children, that the tester needs a room to conduct the testing, that there will be some observation in the classroom, and so on. OFFER TO DEMONSTRATE SOME OF THE CHILD TESTS OR TO EXPLAIN THE OBSERVATION SYSTEM IN SOME DETAIL AND DO SO IF THE TEACHERS EXPRESS AN INTEREST.

3. Collect completed test protocols weekly from the testers and review them thoroughly for completeness and accuracy, using the checklist that you will receive.

4. Hold weekly meetings (if necessary) with the testers to discuss completed protocols, review testing situations, observation procedures, and so forth, and answer any questions. (Conduct additional training if needed).

5. Keep track of all data making sure that each child receives all the measures he/she should and mail the completed data to High/Scope each week. If any data are missing you are responsible for either explaining why it wasn't collected or for collecting it.

6. Keep the High/Scope Supervisor of Field Operations informed of tester performance and report any onsite problems to her. Call Mary Morris COLLECT at (313) 485-2000.

7. Complete tasks listed for testers below.

Testers (and Site Coordinators)

1. Accompany your Site Coordinator to meet Head Start teachers.

2. Spend two half-days in each classroom prior to the start of observing/testing to familiarize yourself with the children and vice versa.

3. Collect classroom observation data on individual children and conduct individual child tests.

4. Monitor one other tester on a weekly basis (for example, sit in on a test session with another tester, score along with her, fill out the monitoring sheet and discuss errors).

5. Notify teachers of observation/testing schedule 3 to 4 days prior to going into a particular classroom/center.

6. Give all completed protocols to your Site Coordinator weekly.

7. Meet weekly (if necessary) with your Site Coordinator to discuss any problems, receive additional training, and so forth.

8. Report any problems to your Site Coordinator immediately.

9. Document time spent traveling and observing/testing and record mileage to and from schools.

Initial Planning Activities

Even though you were not involved in the initial planning activities for the evaluation, it will be useful for you to know what has occurred in the evaluation prior to this training session.

Correspondence with Parents

Through the efforts of personnel at each PDC site last fall, Head Start parents were given letters explaining Project Developmental Continuity and High/Scope Foundation's request to include their child in the evaluation sample. Attached to each letter was a parent permission slip which parents had the option of signing. The signed permission slips were collected by site personnel (including testers) and were sent to Mary Morris. The children for whom a parent permission was collected were included in the PDC evaluation and will be tested this spring. As noted in the permission slip, parents can withdraw their permission to participate in the evaluation whenever they wish.

Establishing Contact with Site Personnel

Last fall letters explaining the evaluation package, tester duties, and the observation/test schedule were sent to each teacher involved, to each PDC Coordinator, and to some Head Start directors and elementary school principals. A brief letter detailing the spring data collection period has been sent to all Head Start teachers, PDC Coordinators, and Head Start Directors and principals.

Distribution of Test Materials

The printed test materials, including the test booklets, observation record sheets, and child packets have been sent to each PDC Coordinator and the materials needed to administer the various tests are already on-site. Class rosters have been prepared and will be given to you during the on-site training session. As usual, each tester will be assigned to both PDC and comparison Head Start classes. We will try to arrange the schedule such that, for experienced testers, you are assigned to the same classes you had in the fall.

You should make every effort to administer the entire test package to each child on the list in addition to observing each child on the list. If for some reason a child is not tested, e.g., moved, in the hospital, refused, etc., make note of this on your roster and tell the Supervisor of Field Operations (Mary Morris) why the child was not tested.

C. GENERAL PROCEDURES TO BE FOLLOWED AT EACH SITE

Outlined below are the specific procedures that should be followed during the spring data collection period.

Confidentiality of Information

ALL INFORMATION COLLECTED BY YOU ON INDIVIDUAL CHILDREN MUST BE KEPT STRICTLY CONFIDENTIAL.

Under no circumstances are you to discuss test results or other collected information with parents, teachers or other persons involved in Head Start or PDC, or anyone else except your Site Coordinator. Also, be careful not to leave test protocols in the rooms where they were administered, or other locations where they can be easily picked up by other persons.

To insure confidentiality of information, you will be asked to sign an Affidavit of Confidentiality at the training conference (see Attachment A).

Meeting with Teachers

During the week of March 7th the site coordinator should contact the PDC Coordinator and Head Start Director and set up a meeting with the Head Start teachers whose classrooms will be involved in data collection. In talking with the PDC Coordinator, the site coordinator should mention the start of testing the following week, indicate the teachers whose classrooms will be involved initially, and work out any problems with locating space to do the testing.

The site coordinator should then meet with the Head Start teachers whose children will be involved in the observations/tests either individually or as a group, whichever is most convenient for all concerned, and introduce them to the testers and inform them of the schedule. This meeting should take place as soon as possible after the training session so the testing can begin immediately. The site coordinator should volunteer to explain the child tests and the child observation system to the teachers. If the teachers

prefer to set up another meeting for this, the site coordinator should arrange it. Thus, before you go into a classroom on March 14th to get acquainted with the children, you should have met the teacher, have explained the observations and tests to her and have given her an indication of how long you will be working with children in her class.

You may do observations during a class party, but since testing takes the child out of the classroom, don't attempt to test a child during a special class event. So that the data collection can be completed on time, however, the children should be available for testing throughout the regular routine Head Start school day, except for snacks or meals.

You should give the classroom teacher, at the start of testing, your testing schedule for the next 5 days. For example, you might give a teacher the following schedule: Monday 9/27, 9:00 Mary; 9:30 Marty; 10:00 Art; 10:30 Allen; 11:00 Nancy. In this way the teacher will know in advance when and with whom you will be working. REMEMBER THAT WE ARE TRYING TO INTERRUPT THE TEACHERS' SCHEDULES AS LITTLE AS POSSIBLE. TRY TO BE AS ACCOMMODATING AS POSSIBLE IN ALL CIRCUMSTANCES YET MAKE MAXIMAL USE OF THE SCHOOL DAY HOURS.

Before You Observe and Test Children

It is very important that the child feel at ease in the observing/testing situation since that will influence his performance. Therefore, after you have been assigned your Head Start class(es) and children and have met with the classroom teacher, you will spend one to two half-days in the classroom getting acquainted with the children and familiarizing yourself with their routine. If possible, you will be assigned to the same classes you worked in during the fall data collection period. The children, therefore, will be more familiar with you. Interact with the children in the classroom (with the teacher's permission). If you are collecting the classroom observation data, spend this get-acquainted time only in classrooms where you will be testing and not in classrooms where you will be observing.

Sequence of Observations and Tests

Those of you who are not observing children will begin testing immediately after you have spent one to two days in the classroom getting acquainted. Those testers who are collecting the classroom observation data should complete the observations on all of the children before starting to test children. Be sure to spend at least one get-acquainted day in the classrooms where you will be testing after you complete the observations and before you start the individual testing.

Scheduling Observations and Test Sessions

As mentioned earlier lists of the children to be tested have been prepared. The children are listed according to their fall testing date and should be tested in the order they are listed so that the interval between fall and spring testing is about the same for all children. You should always have a schedule of when and which children will be tested for the next 3 to 4 days. The classroom teacher should be given such a schedule so that she knows which children will be tested over the next couple of days. An example of a testing schedule is shown in Figure 2.

When Not To Observe and Test Handicapped Children

Some of the children on your class roster may be handicapped. You will have to make a decision as to which, of the tests are appropriate for a handicapped child. Children designated as mentally handicapped should not be part of the sample and should not be on your rosters. DO NOT OBSERVE AND TEST THESE CHILDREN and indicate this on your evaluation package roster. (Further instructions for testing other types of handicapped children can be found in Section E.) When a decision is made not to observe and/or test a child, you should write the complete reason on the PDC evaluation package roster--including type of handicap if this is the reason and relay this information to Mary Morris.

Finalization of Center Visit

Even though during the initial meeting the teachers will have been given a general idea of when their children will be observed and tested, you must give them your testing schedule for at least the next 3-4 days before you start your get-acquainted testing process. For example, if you are finishing up at Center A on Monday and plan to start Center B on Tuesday, visit the Center B teacher on the previous Thursday or Friday to confirm when you'll be in her classroom and which children you'll be working with during the first 3-4 days.

In other words, remind the teacher that you will be spending Tuesday and possibly Wednesday in her classroom interacting with the children and will be administering the test package to individual children during the following week and a half.

ALWAYS THANK TEACHERS, CENTER DIRECTORS, AND HEAD START DIRECTORS FOR THEIR COOPERATION.

Figure 1

PDC Evaluation Package Roster* (sample)

Head Start Center ABC's

Site NORWALK, CONN.

Teacher J. JONES

Child's Name	Tests
Brown, John	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A
Carolle, Bette	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A
Hill, Sam	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A

*Abbreviations of the names of the tests to be given are indicated beside each child's name. To indicate that a test has been administered circle or X the test abbreviation.

Figure 2

Given: 18 kids/class
AM class: 9:00-11:30
PM class: 1:00- 3:30

SAMPLE SCHEDULE FOR TESTER AND TEACHER

Week 1: March 13

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTALS
AM Class	Get acquainted	Get acquainted (Use your judgment; 1/2 day may be enough)	9:10-9:50 Brian 10:00-10:40 Sue 10:45-11:20 Maureen 3	9:10-9:50 Bruce 10:00-10:40 , , Catherine 10:45-11:20 Mike (3)	9:10-9:50 Chris 10:00-10:40 Kim 10:45-11:20 Joan (3)	9 Sessions
PM Class	Get acquainted	1:10-1:50 Art 2:00-2:40 Lynn 2:45-3:20 Judy 3	1:10-1:50 Renee 2:00-2:40 Cheryl 2:45-3:20 Brenda (3)	1:10-1:50 Sherry 2:00-2:40 Jon 2:45-3:20 Sharon (3)		9 Sessions

Week 2: March 21

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTALS
AM Class	9:00-10:10 Monitor other tester on Session 10:15-11:30 Give the session to Jake while being mon. (1)	9:10-9:50 Karl 10:00-10:40 Mike 10:45-11:20 Becky (3)	9:10-9:50 10:00-10:40 10:45-11:20 (3)	9:10-9:50 10:00-10:40 (2)	Get acquainted in 2nd class	9 Sessions
PM Class	3 Sessions (3)	3 Sessions (3)	3 Sessions (3)	Get acquainted in 2nd class	Get acquainted in 2nd class	9 Sessions

So approximately 9 mornings to test 18 children completely approximately 9 afternoons to test 18 children completely

Attachment A

Project Developmental Continuity Evaluation

INTERVIEWER AFFIDAVIT OF CONFIDENTIALITY OF DATA

I understand that the data collected for the Developmental Continuity Evaluation conducted by the High/Scope Educational Research Foundation are confidential in nature and that I will not give out any portion of the interview materials or data to any persons other than representatives of the High/Scope Foundation.

_____
(signature)

_____
(date)

_____
(site)

D. GENERAL INSTRUCTIONS FOR CHILD OBSERVATIONS

The PDC Classroom Observation Manual will provide detailed information on how to observe young children in the classroom. In this section, we will briefly outline the steps that should be followed to prepare for the observations.

Daily Preparation of Materials

During the evening prior to observing in the classroom, you should do the following:

1. Check to see which children will be observed the next day and have alternates selected in case a child(children) is(are) absent.

2. Prepare your observation materials (for example, pencils, clipboards, record sheets, cassette tape, tape recorder, extra batteries, earplug, and observation manual).

3. Fill out some of the identification information on the record sheets (for example, teacher, Head Start center, date, observer, and so on). You may want to wait to fill in a child's name in case he/she is absent and you have to pick an alternate.

Getting Acquainted

Since only one person in most of the sites is collecting the observation data, he/she will spend one-half day in each classroom collecting it and no get-acquainted time will be needed--except for those classes in which he/she will be testing children. The get-acquainted days for these classes should come after the observations are completed.

E. GENERAL INSTRUCTIONS FOR CHILD TESTS

Child Test Package

Administration of the child tests should begin immediately after your get-acquainted day, regardless of whether or not the child has been observed by the observer.

The tests that have been selected for use in the PDC evaluation are listed by site in Figure 3. In addition, you will fill out a Pupil Observation Checklist (POCL) after the final interviewing session. A brief description of each of the instruments and the materials you will need for them can be found in Attachment B at the end of this section. The entire set of interviews has been translated into Spanish and will be administered in Spanish in Del Rio, Visalia, and Norwalk to those children whose dominant language is Spanish.

If a Child is Handicapped

Administer only the appropriate interviews to handicapped children (other than mentally handicapped) who are included on your roster (if any). For example, if a child is physically handicapped you may not be able to administer all of the Arm Coordination test or, if the child has a speech problem you may not be able to administer some of the verbal interviews (for example, Verbal Memory, Verbal Fluency, PIPS, and so on). USE YOUR BEST JUDGMENT IN DECIDING WHICH INTERVIEWS ARE APPROPRIATE TO GIVE TO THE CHILD. Record on the PDC evaluation package roster your reasons for not administering a test and tell the Supervisor of Field Operations the reason.

If a Child Speaks a Language Other Than English

You should ask the teacher if any of the students speak a language other than English. If she identifies such children you should do one of the following and record your reasons on the roster:

1) If the teacher identifies Spanish-speaking children in Del Rio, Pueblo or Visalia, and if you speak

Figure 3

PDC EVALUATION PACKAGE

CHILD MEASURES	Visalia, CALIFORNIA	Pueblo, COLORADO	Norwalk, CONNECTICUT	Toccoa, GEORGIA	Des Moines, IOWA	Takoma Park, MARYLAND	Pontiac, MICHIGAN	Del Rio, TEXAS	Salt Lake City, UTAH	Tacoma, WASHINGTON	Morgantown, WEST VIRGINIA
Bilingual Syntax Measure (English Version)	X	X	X	X	X	X	X	X	X	X	X
Bilingual Syntax Measure (Spanish Version)	X[1]	X[1]	X[1]					X[1]			
Verbal Memory	X	X	X	X	X	X	X	X	X	X	X
Draw-A-Child (McCarthy Scales)	X	X	X	X	X	X	X	X	X	X	X
Verbal Fluency (McCarthy Scales)	X	X	X	X	X	X	X	X	X	X	X
Preschool Interpersonal Problem-Solving Test (PIPS)	X	X	X	X	X	X	X	X	X	X	X
Arm Coordination (McCarthy Scales)	X	X	X	X	X	X	X	X	X	X	X

OTHER MEASURES											
PDC Classroom Observation System	X	X	X	X	X	X	X	X	X	X	X
Height and Weight	X	X	X	X	X	X	X	X	X	X	X
Pupil Observation Checklist (POCL)	X	X	X	X	X	X	X	X	X	X	X
Demographic Information Sheet	X	X	X	X	X	X	X	X	X	X	X
Adult Language Check	X	X						X			

[1]Administered to Spanish-speaking children in these sites.

3) If the teacher identifies children whose dominant language is not English but is a language other than Spanish, eliminate the child from the evaluation package roster, indicate your reason for doing so and tell the Supervisor of Field Operations. If the child speaks some English, go ahead, and talk with the child and try to get an indication of his knowledge of the language. Decided whether or not the child can be tested in English.

4) If the child is Spanish-speaking in a site other than Del Rio, Pueblo, Norwalk, or Visalia and does not function well in English, eliminate the child from the sample also and tell the Supervisor of Field Operations.

The Test Sequence

Number of Test Sessions Per Child

The number of sessions required to administer the entire set of tests to an individual child will vary from site to site. If the child is not bilingual (Spanish-English) the package should be administered in one session. It may, however, be necessary to schedule an additional session if the child refuses to participate in some tests, becomes ill, or becomes tired. If you cannot finish in one session and an additional session is necessary, you should continue where you left off with the next test and follow the prescribed order of interview sequence. If the child tested is bilingual (Spanish-English), the test package will be larger and should be administered over two sessions.

NO BILINGUAL CHILD SHOULD BE TESTED ON TWO CONSECUTIVE DAYS BUT ALL TESTS FOR A PARTICULAR CHILD SHOULD BE COMPLETED WITHIN A TWO-WEEK PERIOD. For example, if you give the first session tests on one day, do not wait three weeks before you administer the second session. The time between the first and last session for an individual child should not exceed two weeks.

THE TEST PACKAGE MUST BE ADMINISTERED IN THE SAME SEQUENCE AT ALL SITES TO INSURE A STANDARD ADMINISTRATION PROCEDURE. The tests to be administered are indicated below.

Regular Test Sequence

The following sequence is to be followed for English-speaking children.

TEST SESSION

Interviews	Time Estimate
Bilingual Syntax Measure	10 minutes
Verbal Memory	3 minutes
Draw-A-Child	3 minutes
Verbal Fluency	3 minutes
PIPS	9 minutes
Arm Coordination	3 minutes
Total Time:	31 minutes

Although the testing time for the session is estimated at 30 minutes, you should plan on spending about 35-40 minutes with the child, allowing five-ten minutes or so initially to establish rapport. Other interruptions, such as taking the child to the bathroom, also take time. Remember that the times given for each test are only estimates--a particular child may take less or more time.

Bilingual Interview Sequence

Bilingual (Spanish-English) children will receive the tests in two sessions as indicated below.

FIRST SESSION

Interviews	Time Estimate
Bilingual Syntax Measure (in Spanish or English)*	10 minutes
Total Time:	10 minutes

SECOND SESSION

Interviews	Time Estimate
Bilingual Syntax Measure* (in English or Spanish)	10 minutes
Verbal Memory	3 minutes
Draw-A-Child	3 minutes
Verbal Fluency	3 minutes
PIPS	9 minutes
Arm Coordination	3 minutes
Total Time:	31 minutes

Preparation of Materials

In preparation for test administration, you should do the following things the evening before your scheduled sessions:

1) Check your week's schedule to see which children will be tested the next day, which session it is (first, second) and what tests need to be administered. Children should be tested in the order in which they are listed on the roster except in those situations where the tester feels the child is not ready to be tested. In these situations the tester should test these children at a later time when she feels they are ready.

2) Prepare the test materials that will be needed, e.g., test booklets, child packets, PIPS cut-outs, the beanbag, target, etc. for Arm Coordination, etc.

BE SURE TO REVIEW THE TESTS IF YOU HAVEN'T GIVEN THEM RECENTLY, OR IF YOU HAVE HAD DIFFICULTY IN ADMINISTERING THEM IN THE PAST.

*You must alternate the administration of the two versions of the BSM and indicate the order in which they were given on the cover of the BSM. For example, the first child on your roster would be administered the BSM-Spanish during Session 1 and the BSM-English during Session 2; the next bilingual child on your list would be administered the BSM-English during Session 1 and the BSM-Spanish during Session 2; the third bilingual child would receive the Spanish version first and the English version second, and so on. Please write "Given First" or "Given Second" on the cover of the BSM booklet so we will know the order in which the two versions were administered to each child.

Finding a Room in Which To Conduct the Tests

The site coordinator, when meeting with the PDC Coordinator and/or the teachers, should have informed them of the need for a room (away from noise and distractions) in which to conduct the testing. You may have to work with principals and maintenance personnel to find the rooms and materials needed. IT SHOULD NOT BE PART OF THE CLASSROOM. In some cases the space limitations will be such that it may be necessary to use a closet or some other small enclosure. Use your judgment in selecting the most quiet and most pleasant place possible.

Setting Up the Room

The site coordinator will have also told the PDC Coordinator that a table and two chairs are needed for administering the tests, and that the table and one of the chairs should be child-sized. If it is not possible to get the table and chairs, conduct the activities on the floor with the child. If there are any materials in the room that might distract a child, try to cover them or remove them from view.

Selecting the First Child To Be Tested

As mentioned, you will be provided with class rosters. When you first enter the classroom at the beginning of the morning/afternoon, you should talk briefly with the teacher and remind her which children you will be testing that morning/afternoon. At this time she can identify the child for you. But, unless you feel you have a positive relationship with the child, ask the teacher to go over to the child with you. Have her explain to the child that you (the tester) are going to be playing some games with him/her and asking him/her some questions in a room that is a little more quiet than the classroom. If the child wants the teacher to accompany both of you to the testing room, that is fine.

BOTH THE TEACHER AND THE TESTER SHOULD BE CAREFUL NOT TO USE THE WORD "TEST" WHEN TALKING TO THE CHILD.

Also, most centers follow set routines, such as breakfast, small group time, free play and then clean up, etc. There are certain parts of the routine such as breakfast or snack time during which you should not conduct tests. In other words, you should not remove the child from the classroom during these times. Make certain that you familiarize yourself with the schedule of a particular class during the first day you spend in the class getting acquainted with the children, and schedule your testing sessions around these times. Above all, BE FLEXIBLE.

Getting Acquainted

When taking a child out of the classroom and into the room for testing, talk with him/her while walking to the room and spend five minutes or so getting acquainted and putting him/her at ease before starting the test administration. (One effective technique for relaxing children is the use of hand puppets.) You have been provided with a puzzle that you can use with the child to help "break the ice." However, if you feel that puzzle activity is frustrating for the child or is viewed as another task for him to complete in Session 1 do not use it. Engage in conversation with the child for a few minutes (maybe using the BSM pictures), and when the child is at ease, proceed with the testing.

General Testing Procedures

There is certain information that applies to all testing situations and which you should be aware of prior to the start of testing.

Definitions

- Test booklets are booklets that the tester completes for each child. On the front of the booklet the tester fills in all the identification information and on the inside she records the child's responses to the questions asked. The test booklet includes the test instructions so that the tester will be reading the instructions to the child from the same booklet in which she is recording the child's response(s).

- Administration manuals contain instructions and directions that are not found in the test booklets. Since the directions for administering the PIPS are complex, much of the information concerning "probing" is contained in the PIPS Administration Manual. There is also a manual for the Bilingual Syntax Measure and Arm Coordination.

Test Materials

The materials that will be needed will vary from test to test. These materials are listed on the first page of instructions for each test, and also in this manual (see Attachment B at the end of this section). All of the materials you will need for the testing process have been or will be provided in an adidas bag. MAKE SURE YOU HAVE ALL THE MATERIALS YOU WILL NEED TO CONDUCT THE TESTS.

Regardless of whether a child is curious about any of the materials being used, such as the beanbag, or bouncing ball, and so on, it is a good idea to let them look at or manipulate the materials for a short amount of time so that when you are ready to start you have their complete attention. However, you should only let them use the materials for a short time, in order to return to the test as soon as possible.

Test Instructions

You should familiarize yourself thoroughly with the test instructions included in the test booklets and the administration manuals. Each of the child measures included in the PDC evaluation package has its own set of specific instructions. IT IS VERY IMPORTANT TO THE SUCCESS OF THE PDC EVALUATION THAT TESTS BE ADMINISTERED IN A STANDARD WAY BY ALL PERSONS USING THE MEASURES. (To help you understand the need for uniform administration, try to imagine the problems that we would encounter when comparison or interpreting scores if everyone who conducted the tests used different words and instructions.) Thus, it is essential that you use the specific instructions that are given in the test booklets or the administration manuals when administering the tests with each child.

The test booklets or administration manuals contain information on what the tester should say and do. As mentioned, it is imperative that the tester follow these instructions closely and either say or do exactly what the test booklet or manual indicates. In the test booklet, the size of the letters indicates whether the tester is to say something or do something. All instructions that should be said to children are in CAPITAL LETTERS and all instructions that the tester should be doing are in small letters. Let's look at the following example:

Say,

CATS AND BEARS ARE ANIMALS. I WANT YOU TO TELL ME AS MANY OTHER ANIMALS AS YOU CAN BEFORE I TELL YOU TO STOP. READY, GO.	This is what you say.
Check your watch, begin recording the child's responses below, and after 20 seconds say,	This is what you do.
OK. THAT'S FINE.	This is what you say.
If after the first 5 seconds the child has given either no response or only 1 response, or has talked about cats and bears say,	This is what you do.
TRY TO TELL ME SOME OTHER ANIMALS	This is what you say.
(do <u>not</u> stop the timing)	This is what you do.

<u>Encouragements and Repeating Instructions</u>

The number of encouragements and repeats vary across the different tests; therefore, we have categorized and explained them below.

A. <u>Initial question-encouragement-repeat question-encouragement.</u> If the child is not responding or says "I don't know," this sequence is followed for the <u>Bilingual Syntax Measure</u>. If after the initial question is asked the child doesn't respond, the tester should encourage once and score; if there is still no response from the child the tester should repeat the question, offer another encouragement (if necessary) and score. Then proceed to the next item.

B. <u>One encouragement per trial</u>. If the child does not respond to the question or activity on these tests involving trials, the tester should offer one encouragement per trial. For example, if the child makes no attempt to catch the beanbag for Arm Coordination the tester should encourage <u>once</u> and score under first trial. She should then read the instructions for trial two and, if no response from the child, encourage once again and score. This rule is followed for <u>Arm Coordination</u>, and <u>Block Design</u>.

C. No repeats, and encouragements are specified in the directions. On most of the verbal tests the instructions for an item cannot be repeated and the encouragement allowed is specified. This is the case for Verbal Fluency, Draw-A-Child, and Verbal Memory.

Recording and Scoring the Child's Responses

Since most of the scoring will be done at the High/Scope Foundation, it is important that you record the child's responses accurately in the test booklet. The manner of recording a child's responses varies from test to test and might involve recording the child's response word for word or marking whether the child performed a task correctly or incorrectly. Regardless of how the responses are marked, it is important that you record the information accurately and legibly so that another person can make scoring decisions. If a child spontaneously changes his answer for an item you should write down the response that is correct; if you're not sure which one is correct, record both responses. You will be involved in scoring a child's response on the PIPS to some extent, since you will need to know how to probe for additional information based on the child's response.

Testing "Style"

Each session with a child should be an ongoing, natural and pleasant exchange and should not be conducted in a rigid, stilted manner. It is important for you to keep a "steady rhythm" while testing and not to have formal periods of talking and periods of silence while recording the child's responses. Use the child's name frequently to keep his attention. After you administer the evaluation package two to three times, you will become more familiar with it and the entire testing situation and will be able to conduct your tests in a more relaxed manner. Information on making these sessions more relaxed and natural is provided below. These suggestions should be incorporated regularly into the test sessions even though they are not included in the test booklet or manuals.

1) Introduction. Tell the child what he/she can expect to happen during the time he/she will be spending with you. You might say, "I'm going to show you some blocks and we're going to build things with them" (or whatever materials you will be using). Or you might say "I'm going to ask you some questions and play some games" or "I'm going to make something and then show you." SMILE.

2) Transitions. When moving from one test to another you should use transition phrases such as "OK, good. Now we've got another game. In this one we use a beanbag." Or you might say, "Now I've got a few things I'd like to ask." When moving from one item to another within a test, you should also use transition phrases such as "OK, now we're going to talk about something else" or "Now, I'm going to put some different blocks together." It is especially important to have the child talking before administering a verbal test. If the child is in a conversant state, he/she will be more likely to respond to the items.

3) End of Session. Indicate to the child that you are happy with his performance and (if it is not the last session) that you will be doing the same sort of things with him again. Such statements as "Good, that's all the games (drawings, questions, buildings, etc.) for now. You've been really good--listening to me and playing games with me. We'll be doing this again later, ok?" would suffice.

4) Positive Feedback. After finishing an item or test, you should make some positive comment about the child's performance. With the exception of the PIPS you might say, "That's fine. Wasn't that fun?", or "OK, good." Don't say anything about answers being "right" or "wrong."

Instructions for Stopping a Test

The instructions for stopping a test vary from one test to another and are spelled out in the individual test booklets. Some of the tests have instructions for discontinuing the measure if the child has failed a certain number of items consecutively. You will have to check this information in the test booklet prior to the start of testing. If no instructions for stopping are indicated in the booklet you should administer the entire test.

If a child refuses to respond to two or three items (or before you reach the limit for discontinuing the test), you should take a break before administering the next item. You might try getting up, walking around, getting a drink of water, etc., and afterwards the child may feel more like responding to your questions. If, upon returning, he still refuses to respond and you have reached the limit necessary for discontinuing the test, go on to the next test.

Unless the child is visibly upset, you should continue with the next test. (It may be that the child didn't respond because he couldn't perform the tasks in that particular test, but could respond to tasks in other tests). If you decide the child is too upset to continue, stop the sessions after the consecutive refusals and reschedule him for another day. (When you come to him again, start the session with the test that followed the one he failed.

When To Stop the Entire Test Session

It may in some instances, be necessary to stop a session with a child. For example, if the child is very tired, or is hyperactive and refuses to respond to questions, or is extremely shy and won't respond it is best to stop the test and return to the child (and the test next in sequence) at a later date.

Skipping Test Items

If you find that you have accidently skipped an item, go back and give it, provided you have not already completed that test. If you have already completed the test, do not go back and give it. Rather, write in the margin TESTER ERROR, which will indicate to the data processing staff that, by accident, you did not administer the item.

Interruptions

Do not hesitate to interrupt the test if the child is tired or needs to go to the bathroom. If it is a timed session, be sure to indicate the time stopped and time started again, so that the correct time length will be noted.

Also if a child is handicapped, he or she may not be able to perform some of the motor tasks--for example, arm coordination. Since these motor activities have been included in the testing sequence to provide an opportunity for the child to get up and move around, you should give the child a break from the testing during that time, i.e., to get a drink of water, etc.

Location of Test Activity

Various tests require specific room accommodations which are listed below·

- Flat surface for drawing and building with blocks.
- Open area for child to bounce ball and play beanbag games; the area should be free of objects that he/she might stumble over.

General Reminders

1) Be sure that the child has gone to the bathroom before starting the activities. Also, the child should be seated before you start the first activity.

2) Be sure to indicate on the test form if for any reason you think the child's performance on the test is questionable. (For example, the child seemed to be sick or uncooperative and you felt that he/she could have done better, or the child refused to answer particular items, or the child was handicapped or you and the child were constantly being interrupted, and so on.)

Attachment B

DESCRIPTION OF CHILD MEASURES

Test Session

Child Measures

Bilingual Syntax Measure (BSM). This test is designed to measure children's spoken language abilities in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. Simple questions are used with cartoon-type colored pictures to provide the framework for a conversation with the child. If the Spanish version is given (in addition to the English version), either it or the English version should be given in a short session prior to the "first session" described here.

Special Materials Needed: booklet containing cartoon-type pictures
test booklet

Verbal Memory (McCarthy Scales). The tester says a series of words and asks the child to repeat what he has said. The tester also tells a story and asks the child to tell what happened in the story. This assesses the child's memory for words and his communications skills.

Special Materials Needed: test booklet

Wechsler Preschool and Primary Scale of Intelligence (WPPSI) Block Design. In this task, the child tries to make designs with flat colored blocks to match designs made by the tester or in a picture on a card. The measure taps problem-solving abilities, perception, and eye-hand coordination. ADMINISTERED ONLY IN THE FALL.

Special Materials Needed: 14 flat blocks
booklet of designs
test booklet

Child Measures

Draw-A-Child (McCarthy Scales). This test is designed to assess the child's perceptual abilities and fine motor coordination. The child is asked to draw a boy (girl).

Special Materials Needed:
- 2 pencils (a short one for the child--4-6"--and one for the examiner, both with black No. 2 lead)
- test booklet

Verbal Fluency. The child's ability to think of things that belong in a category is measured by this test. It is a timed test in which the child has to think of words falling into one category at a time (things to eat, toys, etc.) and name as many words as he can in 20 seconds.

Special Materials Needed:
- watch with a second hand
- test booklet

Preschool Interpersonal Problem-Solving Test (PIPS). The PIPS assesses the child's ability to name different solutions to a life-related type of problem: ways for one child to obtain a toy from another.

Special Materials Needed:
- 8 cut-out boy dolls
- 8 cut-out girl dolls
- 10 cut-out toys
- test booklet

Arm Coordination (McCarthy Scales). This measure assesses a child's arm coordination. Activities include ball bouncing, catching a beanbag, and throwing a beanbag at a target.

Special Materials Needed:
- rubber ball
- beanbag
- target
- tape (9 feet long with a mark at 6 feet)
- non-transparent tape
- scotch tape
- test booklet

Ratings of Children

Pupil Observation Checklist (POCL). This is a rating scale of 11 7-point opposite adjectives. The tester fills out the POCL after administering the last session to a child.

Special Materials Needed: blank POCL form

Other Measures

PDC Classroom Observation Instrument. This instrument is used to determine the kinds of interactions preschool children have with their peers, teachers and materials. It records not only who the child interacts with (for example, teacher or peer) but also the quality of the interaction (for example, controlling, negative).

Special Materials Needed:
- clipboard
- record sheets
- tape recorder
- tape cassette
- earphone

Demographic Information Sheet. Additional information about each child in the sample, such as number of siblings and previous preschool experience, is recorded on this sheet. COLLECTED ONLY IN THE FALL.

Special Materials Needed: Demographic information sheet

Adult Language Check. This measure is used to obtain an indication of the language(s) the adults in the classroom use during their interactions with children. The tester sits in the classroom for a two-hour period and every five minutes circles the language(s) (English, Spanish or Navajo) that a particular adult used.

Special Materials Needed:
- clipboard
- Adult language check sheets

Height and Weight. Each child is weighed and measured.

Special Materials Needed:
- scales
- tape measure
- test board
- triangle board
- Height and Weight sheet

F. SITUATIONS YOU MAY ENCOUNTER AND WHAT TO DO

While an attempt is made here to give you examples of frequent types of situations you may encounter and suggestions for how they may be handled, this chapter cannot possibly tell it all. These procedures for responding to certain situations are only suggestions; you, yourself, may find more effective ways of dealing with a specific problem.

The Negative Child

Situation: You are administering a child interview and in the middle of the interview, the child indicates that she does not want to do it anymore.

Suggestions:

1. Suggest that you go for a drink of water or a brief walk before doing any more activities. (Be sure to indicate on the first page of the score form that you stopped the activity and the time you stopped.) Try to resume with the questions at the point where you left off.

2. If after this break the child still refuses to answer or does not respond to the questions, stop the activity completely. Be sure you follow instructions for stopping a test.

3. If the teacher is present, you might ask her to leave the room. Occasionally an "aware" teacher recognizes that the child may perform better if she were to leave the room. This will only work if the child does not become upset by the separation. Be sure you ask the teacher whether the child might perform better if she were not present. If the answer is no, do not try to persuade her.

The Overactive Child

Situation: You are administering a test and before you can ask the question the child is already giving you a response. For example, you are demonstrating "walking in a straight line". While you are demonstrating, the child starts to walk all across the room and does not pay any attention to what you are doing.

Suggestions:

1. Always make sure that you have the child's attention. If the child responded before you even asked the question, say for example, "Johnny, I want you to watch me carefully." You also could take the child by the hand and make sure that he pays attention.

2. Repeat the question (where permissible) and do not score what the child said or did if he did not respond to a specific question. For example, if the child walked around the room while you were demonstrating and the child did not watch, do not score his walking around the room, whether it was correct or not, but make sure he responds to your questions.

The Distracted Child

Situation: The child loses interest in the activity and the materials and goes to play with a toy in the room or other materials you brought with you, while you are administering the test.

Suggestions:

1. Make sure that all materials are kept in the bag and out of reach of the child, except for the materials being used for a particular interview or item. If the child is playing with something else, suggest that he play with it later. For example, the child is playing with a tennis ball and you are asking him to build a tower with the blocks. Take the ball away. Be sure, however, that you let the child play with the ball afterwards if you promised him he could do so.

2. Arrange the table and the child's position at the table so that his back is to any distractions which cannot be removed from the room.

3. Suggest that you take a break and do the rest of the activity later. It is extremely important that you remain calm and firm with the child. Never ask the child if he will perform a task for you. TELL him in a nice, but firm, way.

The Non-Responsive or Shy Child

Situation: You enter the classroom or center and introduce yourself to the child to be interviewed. The child appears very shy and fearful and clings to the teacher. It may take you a long time to gain rapport with the child so that he will try to respond to the questions you will be asking.

Suggestions:

1. Give the child some blocks or other materials which seem to interest him while you talk to the teacher.

2. Do not make the shy child the center of attention by talking directly to him. Start out by talking with the teacher.

3. Focus your attention on the child when you have finished talking with the teacher, and try to engage the child in conversation at this time. If you have seen a swing outside, for example, you might suggest that you push him (weather permitting).

4. When all suggestions fail and you are unable to get the child to respond to you, tell the teacher that you will conduct the interviews with that child on another day.

A Mother Calls You and Is Upset About Testing

Situation: The parent is frightened by the whole idea of having her child involved in the evaluation.

Suggestion:

1. Here the important thing is to lighten the atmosphere and to let the respondent know that you are friendly.

2. Remember that the tests do not compare one child with another, one program with another, but that we are looking at the overall effectiveness of the Developmental Continuity Program.

Situation: The parent is upset about the tests and refuses to have her child involved in any more of them.

Suggestion:

1. Do not try to persuade the parent to have her child participate in further observations or interviewing. Note what the mother said on the score form and thank her for her participation.

2. Call your site coordinator to discuss what happened.

3. Do not interview the child following the parent's refusal.

G. MONITORING AND REVIEW PROCEDURES

The monitoring and review process will be carried out by a High/Scope trainer who will monitor your testing performance during the onsite training and by each of you as you monitor one another at your site.

Tester Monitoring

In order to make sure that the testing process continues smoothly, you will monitor one another on a weekly basis. During the spring training session you will be assigned another tester to monitor on a weekly basis. For example, in Pueblo, A will monitor B, B will monitor C, and C will monitor A. You will have to get together with the other testers and set up a schedule for this.

MONITORING MUST BE DONE ON A WEEKLY BASIS. THAT IS, AT SOME TIME DURING EACH WEEK YOU MUST SPEND ONE HOUR WITH ANOTHER TESTER MONITORING HER AS SHE CONDUCTS A SESSION OF TESTS WITH A CHILD IN THE SAMPLE (HALF-HOUR FOR TEST ADMINISTRATION AND HALF-HOUR FOR DISCUSSION). DURING THE SAME WEEK YOU MUST BE MONITORED BY ANOTHER TESTER AS YOU CONDUCT A SESSION OF TESTS WITH A CHILD. When you are monitoring, you will be using the monitoring forms mentioned earlier and will be recording the child's responses in the test booklets along with the tester.

The purpose of this monitoring is to determine the accuracy of test administration and recording. Only through systematic monitoring can we know whether or not the tests are being administered in a standard manner. This information, in turn, helps us to understand some of the data results. Each tester who is monitoring should reserve all her comments regarding an individual's testing performance until after the session, when the child has returned to the classroom.

The monitoring forms (see Figure 4 for an example) should be discussed BUT NOT CHANGED at this time and you should compare your scoring on the test booklets. AGAIN, NOTHING SHOULD BE CHANGED. Both the test booklets and monitoring forms should be given to your site coordinator at the end of each week and mailed to High/Scope Foundation. Monitors should write MONITOR'S COPY on their test booklet, the person being monitored should not write anything on his/her booklets.

Figure 4

BILINGUAL SYNTAX MEASURE

Monitoring Form

Interviewer _____ **Date** _____

Child's Name _____

INSTRUCTIONS: This form will pro.ide High/Scope Foundation with information on how similar the interview administrations are within each site and across sites. The interviews must be administered in a standard or uniform way to insure comparability of the data. When you monitor another interviewer you should be recording the child's responses in your interview booklet and be watching for and noting whether any of the following errors occur during each of the interviews. You will fill out one of these monitoring forms for <u>each</u> interview you monitor.

Interview Administration Errors	Check if Occurred
1. Fails to have CORRECT INTERVIEWING MATERIALS; e.g., is missing the warm-up picture.	_____
2. INCORRECT PLACEMENT of interview materials; e.g., doesn't place warm-up picture directly in front of child, doesn't place picture booklet directly in front of child; didn't put warm-up picture out of child's sight when using booklet, etc.	_____
3. INCORRECT WORDING of interview questions; e.g., doesn't follow the words in the interview booklet, adds too many additional comments or questions.	_____
4. SKIPPED AN ITEM.	_____
5. STOPPED INTERVIEW INCORRECTLY; e.g., didn't stop after item 5 when child responded to only two of the first five items; stopped after three DK-R-NR instead of after four.	_____
6. INCORRECT TIMING; e.g., didn't mark time started and time stopped on cover of interview booklet.	_____
7. REPEATS; repeated the interview question more than one time; repeated the child's response verbally.	_____
8. ENCOURAGEMENTS; gave more than one encouragement after the initial question; gave more than one encouragement after the repeat or didn't give an encouragement when it should have been given.	_____
9. SCORING; not writing child's response <u>exactly</u> as said; not writing legibly; not indicating child's physical gestures, e.g., pointing, etc.	_____
10. DEFINES WORDS; defining words for child during the non-preliminary questions.	_____
11. OTHER: (specify) _____ _____	

Rapport with child (circle one): Poor Adequate Good

Name of Monitor _____

Site Coordinator Monitoring

Although each of you is responsible for monitoring the test performance and scoring of another, the site coordinator is responsible for the following monitoring:

1) Checking all completed tests which you send to her at the end of the week. If mistakes in scoring or recording are found in the materials, she will call you to discuss them with you. You should write down her comments and review them periodically. All testers will have a copy of the checklist the site coordinator will use in checking for errors.

2) Report all problems to Mary Morris at the High/Scope Foundation.

3) Send your time and travel logs to Mary at the High/Scope Foundation on a weekly basis (send independently of the weekly data).

H. FIELD LOGISTICS

This section deals with the logistics of the field staff. Please review it carefully.

Logging Materials

At some point during each testing day you should do the following:

1) Review the observation record sheets or test booklets to make sure that all information is complete, (for example, did you fill in all the ID information on the front of the test booklets, are comments written when necessary, and so on).

2) Put the completed test booklet into the appropriate child's packet and indicate for which session the enclosed tests were administered.

3) Check off on your PDC evaluation package roster the child's name and which tests or observations have been completely administered to him (see Figure 5). Both you and your site coordinator should keep track of which tests each child has received and which have yet to be administered. If a child on the roster is not going to be observed and/or tested for any reason (e.g., certain handicaps, language problems, always absent), you should note that information on the roster. Also, complete a child packet and put the information on that also.

Mailing Materials

Materials must be delivered personally (or mailed) to your site coordinator on the last day of the week, either Friday or Saturday. These materials should include the following:

1) All observations or test materials that you have completed during that week (record sheets, test booklets, demographic sheets, POCL's, and so forth).

Figure 5

PDC Evaluation Package Roster* (sample)

Head Start Center ABC's

Site NORWALK, CONN.

Teacher J. JONES

Child's Name	Tests
Brown, John	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A
Carolle, Bette	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A
Hill, Sam	(BSM-E) BSM-S (VM) (DAC) (VF) (PIPS) (AC) (POCL) OBS A/H/A

*Abbreviations of the names of the tests to be given are indicated beside each child's name. To indicate that a test has been administered circle or X the test abbreviation.

2) Your weekly time and travel log (see Figure 6).

3) If you mail the materials to your site coordinator, they must be sent INSURED/RETURN RECEIPT REQUESTED. To do this, you will have to go to the post office. When doing so, ask for a receipt for the postage fees and pay the postage required. Attach the receipt to your next weekly time and travel log and indicate on the log the cost of the postage so we can reimburse you. BE SURE TO KEEP THE RECEIPT (PACKAGE RECEIPT, NOT JUST THE POSTAGE RECEIPT) FOR MAILING THE PACKAGE INSURED MAILED SINCE IT IS PROOF THAT YOU HAVE SENT THE MATERIALS AND IS NECESSARY FOR TRACKING THE PACKAGE IF IT IS LOST IN THE MAIL.

When the site coordinator receives these materials, it is her responsibility to:

1) Check the materials for completeness and mark on the child packet which test booklets are enclosed.

2) Record the data as being completed on her master PDC evaluation package roster sheet.

3) Mail (on a weekly basis) the data by INSURED/ RETURN RECEIPT REQUESTED TO THE FOLLOWING ADDRESS:

MS. MARY MORRIS
HIGH/SCOPE FOUNDATION
600 NORTH RIVER STREET
YPSILANTI, MICHIGAN 48197

Communications

If you have questions or problems concerning any phase of the observation or test procedures, call your site coordinator and discuss them with her. She will be in close communication with Mary Morris, High/Scope Foundation's Supervisor of Field Operations, and will respond to your questions and concerns or will obtain answers from Ms. Morris. ONLY if you feel that you cannot discuss the problem with your site coordinator should you call High/Scope Foundation. If you do call High/Scope, your contact person is:

MARY MORRIS (313) 485-2000. CALL COLLECT.

Fig. 6

Weekly TIME AND TRAVEL LOG

Name _____ Week Ending _____

Address _____
(include zip)

Date	Teacher	No. of children observed	No. of Session 1's given	No. of Session 2s given	Time started	Time ended	Total hours	Mileage		Total mileage
								to home	from home	
						TOTAL			TOTAL	
							X			X .12
							$			$

Miscellaneaous Expenses:

Postage: $_____

Telephone: $_____

Other: $_____

YOU ARE NOT PAID FOR YOUR LUNCH BREAK UNLESS IT IS USED FOR CHECKING COMPLETED TESTS, FILLING IN ID ON TEST BOOKLETS, CHILD PACKETS, OBSERVATION SHEETS, UPDATING YOUR RECORDS, ETC.

_____
Signature of Tester

Payment Procedures

The following procedures should be followed for reimbursement of local expenses and payment of wages:

1) Training. Testers will be paid their hourly rate during the tester training session. If you only participate in a portion of the training, you will be paid on a prorated basis.

2) Observing/Testing. You will be paid on an hourly basis for the work you complete (again, hourly rate varies depending on PDC testing experience). In addition, local travel expenses and other miscellaneous costs, such as telephone charges, postage fees and battery purchases, will be reimbursed. In order to get reimbursed for local travel and expenses, YOU MUST RECORD THE FOLLOWING INFORMATION DAILY ON YOUR WEEKLY TIME AND TRAVEL LOG (see Figure 6):

   - Date of observing/testing
   - Name of teacher in whose class you are testing/ observing
   - Number of children observed, number of Sessions administered, e.g., a.m. four sessions, p.m. two sessions
   - Mileage to and from your home to the Head Start center
   - Time you left your home for the Head Start center
   - Time you arrived home from the Head Start center
   - Costs for purchases (such as batteries).

YOU ARE NOT PAID FOR YOUR LUNCH HOUR UNLESS YOU WORK DURING THAT TIME, e.g., fill in the identification on the front of the tests, AND YOU ARE ALLOWED A MAXIMUM OF ONE-HALF HOUR PER DAY TO PREPARE YOUR MATERIALS FOR THE NEXT DAY OR COMPLETE THE MATERIALS YOU COLLLECTED THAT DAY.

Taxes

No taxes will be withheld from your salary check. However, you will receive IRS Form 1099 in January 1978. Form 1099 will give you your total earnings for the 1977 taxable year (this includes the salary you earned and not battery, postage, telephone, etc. costs incurred). Paychecks are issued by the High/Scope Foundation on the 15th and 30th of each month. To be issued a paycheck by the of the month, your signed account of working hours, mileage, postage, and battery costs must be received by Mary Morris (at the High/Scope address) on the 5th of the month. To be paid or issued a check on the 30th of the month, your signed account must be received by the 20th of that month.

THE SITE COORDINATOR IS RESPONSIBLE FOR SEEING THAT TESTER TIME AND TRAVEL LOGS ARE FORWARDED TO THE FOUNDATION IN TIME FOR PAYMENT TO BE MADE ON THESE DATES.